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ABSTRACT

Student tardiness at an elementary school was creating problems for classroom teachers, problems associated with interruptions, missing morning announcements, and the difficulty of reinforcing tardiness as unacceptable behavior. A program was developed and implemented to reduce elementary school student tardiness. The target group consisted of second, third, and fifth grade students (N=10) identified by their classroom teachers as being consistently tardy (20 or more times) during a 10-week period. Reasons for tardiness were examined by means of a survey. The programs consisted of the following strategies: (1) counseling for parents and students; (2) a daily check-in honor system located in the classroom; and (3) weekly incentives. Success was measured by comparing the statistics of the first 10-week period with the statistics of the 10-week implementation period. The use of a pre/post-attendance survey served to evaluate increases or decreases in student tardiness. Results of the program showed that tardiness was significantly reduced in the target population. Of particular importance was the reduction of tardiness among those students who were car riders. This result was noteworthy since their arrival time was dependent upon transportation provided by their parents. (Appendices include a sample tardy survey, parent letter, daily check-in plan, and student questionnaire.) (Author/ABL)

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A COUNSELING PROGRAM FOR PARENTS AND STUDENTS TO REDUCE TARDINESS IN AN ELEMENTARY SCHOOL

By

Victoria Thurston

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

CG023613

July 5, 1991

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Abstract

A Counseling Program for Parents and Students to Reduce Tardiness in an Elementary School.
Thurston, Victoria, 1991: Practicum Report, Nova University Center for the Advancment of Education. Descriptors: Tardiness/Truancy/Absenteeism/ Student Responsibility/Student Motivation/Student Attitude/Attendance/ Student Behavior/Counseling/Parent Involvement/Parent Participation

The writer developed and implemented a program to reduce student tardiness. The target group consisted of second, third and fifth grade students identified by their classroom teachers as being consistently tardy (20 or more times) during a ten week period. Additionally, the writer supervised and coordinated these efforts between administration, office staff, teachers and parents. The writer first ascertained reasons for student tardiness by administering a survey to the target group. The program included the following strategies: (1) counseling for parents and students; (2) a daily check-in honor system located in the classroom; and (3) weekly incentives issued by the writer. Success was measured by comparing the statistics of the first ten week period with the statistics of the ten weeks of the implementation period. The use of a pre/post attendance survey served to evaluate increases or decreases in student tardiness. Results of this program showed that tardiness was significantly reduced among the target population. Of particular importance is the reduction of tardies among those students who were car riders. This fact was noteworthy as their arrival time was dependent upon transportation provided by their parents. Appendices include sample tardy survey, parent letter, daily check-in plan, and student questionnaire.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Victoria Thurston

Victoria Thurston

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CHAPTER I

Purpose

Background

This practicum took place at a southern urban elementary district school. The school was located in a predominantly black community of low socio-economic status where the residents are basically blue collar workers.

The student population was made up of the following: (1) students from the surrounding community who were within the school boundary lines. This area was comprised of single family homes ranging in price from $40,000 to $60,000. (2) an adjacent neighborhood separated by a four lane highway and a block of commercial businesses. The houses within this neighborhood ranged in price from $60,000 to $100,000. (3) a subsidized housing project. (4) a condominium complex with units ranging from $35,000 to $40,000. (5) several rental apartments, and (6) a predominantly white neighborhood of single-family homes whose residents are largely blue collar workers. All of the above students were bused into the practicum setting except for those in category one.

The total student population was 687 students in pre-kindergarten through fifth grade. The racial breakdown was 93 percent black, with the remaining 7 percent comprised of American Indians, Asians, Hispanics, and whites.

The school's personnel consisted of one principal, one assistant principal, one office manager, one bookkeeper, one data processing clerk, one part-time clerk, thirty-nine teachers, one guidance counselor, one primary specialist, one exceptional (ESE) specialist, one media specialist, ten teacher aides, one part-time psychologist, one part-time social worker, a community liaison, five facilities service persons, and six cafeteria workers.

The practicum site was one of twenty-nine schools in the district selected for the Performance Improvement Program (PIP), which was designed to improve student performance. Its selection for participation was based on a variety of criteria, which were standardized tests scores and socio-economic ratings that were determined from school surveys of students on free and reduced lunches. The program was designed to help students enhance their self-concept and improve behavior, along with increasing academic achievements. Funds generated by this program provided the school with many support services such as a community liaison, a psychologist, a clinical social worker, and an area curriculum specialist who were assigned to schools to improve the learning and adjustment of students.

The school's philosophy was based on the principle of educating the total child. Its goal was to provide each child with every opportunity for maximum growth in all areas of his/her life, which included mental,

physical, social, emotional, and moral development. The school's responsibility was to provide the educational setting whereby this growth could be achieved. Therefore, the curriculum at the practicum site was developed and adjusted to each student's needs.

The writer was a primary specialist whose major responsibility was to assist in the coordination of all services and program elements in the primary education program. Other responsibilities included providing supportive academic services to teachers, students, parents, and community agency personnel. Within these parameters also lay the responsibility of suggesting ways to facilitate parental involvement and parent education.

Problem Statement

Student tardiness at the practicum site was a continuous problem. Each morning the front office was inundated with tardy students needing late passes to enter their classroom. The writer was not only concerned with this problem, but also with the attitude of students and parents regarding tardiness.

During a period of one week the writer observed the flow of tardy students to the office and assisted the office staff in handing out passes. The number of tardies recorded was an average of thirty-five to forty tardy passes issued each day of that week. While the majority of

tardy students actually arrived late to school, a limited number of students, walkers, car and bus riders, alike, arrived to school on time, but failed to get to class on time.

An informal survey (Appendix A: 27) was given to teachers to identify those students who were consistently tardy. Students who were late for twenty or more days during a ten week period were listed on the pre/post attendance survey (Appendix B: 29) that was used as the evaluation tool of this practicum project. The number of days tardy for each student recorded for the first ten week period was compared with the number of days tardy during the ten weeks of the implementation period.

Conversations with teachers about tardy students revealed the following problems: (1) Tardy students interrupted the teacher while he or she gave directions for the day; (2) Tardy students missed important morning announcements that teachers oftentimes had to repeat and (3) Tardy students made it more difficult for teachers to teach and reinforce tardiness as an unacceptable behavior.

Parents were reminded of the need for students to arrive to school and class on time in newsletters and verbally at parent meetings. These reminders resulted in little success or change in this behavior which indicated a lack of parental concern and motivation.

The following statistics were gathered from school records: More

than 35 percent of the parents or guardians had less than a high school educational level. Sixty percent or more of the school population was affected by divorce, separation, widowhood, or single-parenthood. The low educational level of parents and the absence of one or both parents directly related to low parental involvement. Therefore, parents of those target students were included in the program as well.

The administration had included reducing student tardiness as one of its goals for this year. This practicum project was a plan designed to assist in achieving this goal through strategies to increase motivation and develop a sense of responsibility among students and parents.

Outcome Objectives

This practicum was designed to address the problem of student tardiness. The practicum writer implemented and supervised a program for target elementary students identified as being consistently tardy each week.

Over a period of ten weeks, 80 percent of target second, third and fifth graders will reduce their number of days tardy by 50 percent or greater through a program of counseling as measured on a pre/post attendance survey.

CHAPTER III

Research and Solution Strategy

The attendance/tardy problem is usually a symptom of some other conflicts students are facing at home or at school. At the high school level, the conflict rarely involves a school avoidance situation as might be seen in the elementary school (Hegner, 1987). He reported that the Rochester area school district addressed this issue by creating an absentee prevention program in grades 7-12. The basic concept of this program was to determine the needs of those students who are chronic attendance/tardy problem and to work with students, the family, social service agencies, and, if necessary, alternative educational programs, to resolve conflicts.

Conferences were held with students to determine their needs. The students were told at that time that their attendance would be monitored by phone calls to parents when students were absent, weekly conferences with the person in charge of the program, and periodic conferences with parents.

The personal growth groups are peer-oriented and primarily information and problem-solving sessions designed to provide an atmosphere of trust and support. Major topics included self-esteem, values, decision making, and effective communications. Full cooperation from the home and continued family support strengthened the approach and was important for

the program's success.

Manos et al. (1986) conducted a research based program for delinquency prevention. The project tested three strategies for children and youth at risk: 1) social skills training, 2) cooperative student team learning, and 3) parent school liaison. The project was started in the 4th, 5th, and 6th grades and was intended to impact delinquency by influencing factors that precede delinquency. These factors included school failure, inability to get along with peers and adults, absenteeism from school, school tardies, and disciplinary referrals.

The following results were produced: Absenteeism in the experimental group was significantly lower than in the comparison group. Tardiness decreased over time and was significantly lower for the experimental group. Disciplinary referrals remained low for the experimental group and were significantly lower than the comparison. Teacher student relationships improved significantly; positive social interactions between teachers and student increased over three years and were significantly higher for the experimental group. Experimental teachers reported greater ease with classroom management than previously. Experimental students and their parents valued social skills training and reported that training had an impact at home and with other relationships outside of school.

With limited research available on this subject, and viewing

tardiness as a delinquent behavior, this writer explored some of the factors believed to precede and contribute to delinquency: low parental involvement or participation, low student motivation, student responsibility, parent and student attitude, low self-esteem, failure in school, inability to get along with peers and adults, and economic and educational background of the parents.

Haynes et al. (1988) reports in a study that one of the most effective ways to enhance the climate of schools is to involve parents at all levels of school life. Parents from all socioeconomic levels bring to schools valuable insights and unique perspectives, which serve to enhance home-school relationships, student behavior, and academic achievement (Lightfoot, 1981).

When both teacher and parents are involved in the process of educating the child, theory holds that children sense the continuity between home and school. Confident that parents and teachers are united, children develop feelings of security and become more willing and able to take the risks involved in learning. Parents become more knowledgeable about children's learning, growth and development and, because they are more competent the children benefit (Seedfeldt, 1985). Parents who are involved in the school life of their children are apt to be just as involved in all other areas of their lives, thereby minimizing the opportunity for delinquent behavior.

In a research project undertaken by the Northwest Regional Educational Laboratory (1982) on student responsibility as it relates to job performance, students, teachers, and employers were asked for a definition of responsibility. A point of common agreement among youth, employers and staff was that responsibility involves being where you are supposed to be on time. Students were asked where they felt they got the greatest help in becoming a responsible person and why. The greatest help was perceived to come from home, work and school, in that order, but at school some students felt that they were helped to become more responsible by being expected to be on time and to do homework. The school as well as parents have an obligation to teach young people responsible behavior and what is and is not acceptable.

Elementary educators must not lose sight of the fact that the attendance habits students develop while in elementary school will carry over into their lives and business careers (Sharp, 1984). Jackson (1987), in his report on tardiness prevention alluded to tardiness as being a learned behavior, an opinion not shared by his colleagues. They felt that tardiness was an offensive behavior that showed a lack of respect for school. He further reported that this attitude was evidenced in the adult work place as Adler and Golan (1981) found that employers often see tardiness as a reflection of the employee's true attitude towards the job. Jackson (1987) further stated that this perception of a

negative offensive attitude tends to make the employer (or teacher) look upon tardiness as a misbehavior rather than a learned behavior and tends to make people want to deal with the problem in a punitive rather than a positive fashion. Sharp and Sharp as reported by Jackson (1987), noted that steady attendance is seen by employers as an indication of reliability and dependability.

Arriving late is a habit that can be altered to assist the student in developing a mature, responsible self-image, (Pothoff, 1979). In her report on the tardiness problem of learning handicapped students, Pothoff states that special education is moving toward the concept of least restrictive environment, where learning handicapped students are entering regular classrooms, therefore, good attendance and behavior patterns are vital to mainstreaming success.

Brown, Copeland, and Hall (1972), conducted an experiment in which a school principal implemented a behavior modification program. The subject was a second grader who had a record of frequent absenteeism and tardiness. According to his teacher he was also an uninterested pupil who often failed to complete assignments and participate in class activities. With the use of tokens as a reward for being on time, the student immediately responded to the behavior modification procedures. The experiment resulted in reduced tardies, but with the continued use of tokens as a reward. The classroom teacher also noted a change in the

student's classroom behavior. She reported that he completed assignments and other behaviors such as smiling and volunteering to contribute to class discussions. The principal noted a change in the student's mother's behavior. In one case she contacted the school, apologizing for the child not getting to school on time where she had never before informed the principal of the reason for the child being late or absent. During this period she also reported that the child would get up immediately after being called, hurry to get dressed and rush off to school, expressing his desire to be on time.

Conrath, as noted by Holly (1987) reported that children who are discouraged or feel they have been defeated, describes themselves as not belonging and as being lazy, unable to do their work, slow, dumb, disruptive, and irresponsible. In short, their self-esteem is very, very low.

His fundamental recipe for enhancing self-esteem is divided into two basic parts: gaining confidence in one's ability and gaining confidence in one's values. The answer to students attaining confidence in their ability is for educators to set meaningful goals that the student can attain. When they do succeed, point out the relationship between their effort and their accomplishemnt, and insist that they take credit and feel pride. Seeing that the world is indeed under their control, the students will feel self-confident and see themselves as being responsible

for their lives. He further states that teachers and administrators must help students internalize the values that make education desirable by clarifying the purpose, value, utility and relevance of things they ask students to learn and do.

Solution Strategy

After careful review of the limited research available on this subject, the writer designed a program to reduce tardiness whose major component was weekly counseling sessions. Research suggested that having students work cooperatively toward common goals in small heterogeneous groups leads to significant gains on measures of academic achievement as well as on measures of social relationships, self-esteem, and attitudes toward school and learning (Minnesota State Department of Education, 1985).

The target group included second, third, and fifth grade students. Parental participation and involvement was solicited by letter (Appendix C: 31) as the writer felt that the parents of the primary students in grades two and three were basically responsible for those students getting to school on time.

Teacher cooperation was necessary as the students would record their "on time" arrival on a Daily Check-In Board (Appendix D: 33) located in the students' classrooms. This recording was based on an honor system, with limited monitoring by the classroom teacher. Although

this writer's primary focus was with teachers whose students were tardy a minimum of 20 days in one ten week period, supervisory assistance was extended to other staff members who felt the need for intervention before the problem worsened in their own classroom.

Another component of this program was the invitation of guest visitors who were invited to the weekly counseling sessions to participate in group discussions and activities. The writer felt that positive role models from the community with whom the students could identify would have positive impact on the target group.

CHAPTER III

Method

This practicum was implemented by the writer with the cooperation of classroom teachers. Prior to the implementation of the project, the writers met with the classroom teachers of the target students to explain the program and the amount of teacher involvement necessary. Parent letters (Appendix C: 31) were also given to the teachers to send home with the target students. The program began as follows, with the target group meeting once per week for thirty minutes each session.

Week 1

1. The writer met with the target students to explain the program and its components. An outline of weekly tasks followed:

   a. Held weekly counseling sessions

      At each session the students were counseled by the writer or a guest counselor about the responsibility each student had to get to school on time. Guest counselors included a local high school student, a D.J., the school social worker, and local business persons from the community.

   b. Monitored a daily honor check-in system

      The writer designed a daily check-in system (Appendix D:

33) which was located in the classroom and used by the students. Using an honor system, the students placed a marker in their respective pockets for each day on time. The writer visited the classrooms at the end of each week to determine the number of on time students for the week. At the weekly sessions held at the end of the week, the students received coins for each day on time, which they accumulated throughout the length of the project. This information was recorded on a chart and was displayed at each session.

c. Awarded parent certificates

Students who had been on time for each day of that week received a certificate to present to their parents for their assistance in getting them to school on time.

d. Made weekly announcement of the winners of the parent certificates

Following each session, the winning student(s) appeared on the school's Monday morning television broadcasting of the day's announcements. The students were introduced to the student body and congratulated for their achievement.

2. Administered student questionnaire

At the first session the writer explained the program to the target group and administered the student questionnaire orally

to ascertain reasons for being tardy and to get an idea about their feelings and attitudes towards school. The students were reluctant to respond and had to be coaxed into answering. The number one reason for most of them was staying up late at night. Some students had reasons that were not on the questionnaire such as mom having to comb a sibling's hair which took a lot of time. Surprisingly, when asked about attitudes toward school, most of the students felt that it was important to get to school on time and to learn new things.

The writer involved the students in a discussion of alternative solutions to solve their tardiness problems. Most of them offered viable solutions, such as going to bed earlier and getting the next day's clothes ready the night before, but also realized that those problems involving a parent changing their routine would be difficult.

3. Gave directions for creating a name for the group

The students were asked to come up with possible names for the group and bring them to the next session. The students were asked to think of names that were appropriate to the group's purpose.

Week 2

1. Voted on a name for the group

The students, with the writer's help created the name R.O.T., which stands for students who are "Right On Time."

2. Lead group discussion

The writer followed the procedure established in week 1. As the number of days on time were recorded, the writer involved the students in a discussion about any changes that had been made by themselves or by their parents to reduce their number of tardies. Most of the students said that they had really tried to improve their tardies this week and was evident in the first week's statistics. Some students, however, were uncommunicative and responses had to be drawn from them. These were also the students who had not reduced any tardies that week.

3. Issued coins and parent certificates

Each student received a coin for the numbers of days on time during that week. There was one student who received a parent certificate for being on time each day.

4. Assisted students in writing parent invitations

The students wrote invitations to parents inviting them to the next session.

5. Updated administration and staff regarding progress

The writer met formally with the administration to discuss the progress of the project; if there were in fact any changes in the number of student tardies, the student's attitude toward

the program, and any problems that were occurring. The writer also met with teachers informally at the end of each week. At this time the discussion centered on their observations of the students, any changes seen in the classroom, and general feedback about the program. The writer's project was also included on the agenda of faculty meetings to give a general report to the entire staff.

Week 3

1. Heid parent meeting

The writer had planned a video presentation, but unfortunately, no parents attended the session. This lack of parental involvement is typical of the lack of parental involvement at the practicum setting. When asked if they knew the reasons why their parents were absent, some students said that the parent had to work or that they had something else to do. The session continued with a discussion of how students felt when parents did not attend school functions or activities in which they were involved.

2. Introduced guest counselor (high school senior)

The first guest speaker was a high school football star who was a product of the surrounding neighborhood. The students responded very enthusiastically and really participated in the session. They began asking personal questions which the guest

tried to answer as tactfully as he could. The guest counselor did, however, manage to make several points on the importance of not only being on time to school, but having regular attendance as well. He stressed the importance of getting a good education for himself as well even though he had been offered football scholarships from several universities.

3. Issued coins and parent certificates

The writer followed the procedure established in week 2.

Week 4

1. Introduced guest counselor (high school senior)

The first guest speaker was a high school football star who was a product of the surrounding neighborhood. The students responded very enthusiastically and really participated in the session. They began asking personal questions which the guest tried to answer as tactfully as he could. The guest counselor did however, manage to make several points on the importance of not only being on time to school, but having regular attendance as well. He stressed the importance of getting a good education for himself as well even though he had been offered football scholarships from several universities.

2. Issued coins and parent certificates
3. Updated administration and staff regarding progress

The writer followed the procedures established in week 2.

Week 5

1. Introduced guest counselor (local D.J.)

The guest counselor for this session was a popular D.J. of a local radio station. It took some time to calm the students enough to introduce the guest. The guest approached the topic by using himself as a personal example in talking with the students about the necessity of a good education and how to achieve it by staying in school including being on time. The students were eager to ask questions about his profession, how he got to become a disc jockey, what it was like to be on the radio, and if they could visit the studio. The guest counselor responded to the students with patience and tried to answer all of their questions. Before leaving, the guest distributed paraphernalia and small gift items to all of the students.

2. Issued coins and certificates to parents

The writer invited the guest counselor to present these items to the students.

Week 6

1. Introduced guest counselor (school social worker)

The students were less enthusiastic about seeing someone already familiar to them. The discussion, as in the previous session was about the students tardy behavior. There was less

interaction from the students than there had been with the previous guest counselors.

2. Allowed time for questions and answers

The students did not participate in this session as they had in the previous two.

3. Issued coins and parent certificates

The writer followed the same procedures established in week 2.

4. Updated administration/staff regarding progress

Weeks 7 and 8

1. Introduced guest counselor (local business person)
2. Allowed time for questions and answers
3. Issued coins and parent certificates

The students were by this time accustomed to having guests at their weekly sessions and participated more readily in the discussion. One guest counselor was the owner of a neighborhood grocery store and the other the owner of a retail clothing store.

Week 9

1. Wrote invitation to parents, teachers and administrators
2. Issued coins and parent certificates

Week 10

1. Held pizza party
2. Summarized the program inviting remarks from students and parents

   Once again there were no parents in attendance. The students were asked to share their feelings about the program and their involvement. The students who spoke stated that they had enjoyed participating in the program.

3. Announced winner of grand prize

   The student who had accumulated the highest number of coins for the most days on time received an alarm clock. All of the other target students received games and certificates for participating in the program.

4. Presented parent certificates

   Each student received a parent certificate to give to their parents for their participation.

CHAPTER IV

Results

Monitoring and evaluation of student tardies were the responsibility of this writer and were ongoing throughout the course of the practicum project. The classroom teachers and office staff were consulted with regards to problems and or effectiveness of ongoing strategies, and adjustments were made as necessary. A pre/post survey (Appendix B: 29) provided data regarding the success or failure of the program by individual students.

The outcome objective of eighty percent of the target students reducing their number of days tardy by fifty percent was met (Appendix B: 29). Each week at least one student received a parent certificate for being on time each day that week. As noted on the post survey, two of the ten students did not meet the objective. For one of the students who was a car rider, the problem lay with the parent's attitude which could not be changed, and the other student had a personal attitude and social problem that this program could not affect.

Throughout the program the writer noted the changes in the students' attitude about the program, from wariness to competitiveness; and who could win the most number of certificates. The students particularly enjoyed being congratulated on television after receiving a parent certificate.

There was only one student who declined this activity.

The writer received positive comments from teachers and staff during implementation. A former teacher of one of the target students commented about how proud that student looked on the morning announcements and of their surprise that the student was on time and never had been the previous year. One teacher commented on the fact one of the student's whose attendance had been sporadic in the passed has been reduced. Several teachers commented positively about the procedure for late passes that had been in effect the year before and the writer reinstated before implementation of this project. This procedure involved different colored passes for late bus students and late walking and car riding students. Students who were late because of the bus reported to the cafeteria and were given a salmon colored pass, while those who were car riders or walkers reported to the office and received blue passes. This procedure eliminated the hordes of students in the office in the mornings overwhelming the office staff.

The lack of parent involvement in the project was a major disappointment which greatly affected the program particularly for those students who did not meet the objective. The outcome of the project would certainly have been different with parent participation.

CHAPTER V

Recommendations

Although the implementation of this practicum project met with success, the writer feels that the administration should take leadership and would be more effective in promoting on time arrival as a responsible behavior. Since there is no policy in the district regarding tardiness in the elementary school, the writer also feels that the administration and staff at the practicum site should establish rules and consequences to deal with late arriving students. These rules should be incorporated into school policy and included in the handbook which are provided to parents, students and teachers at the beginning of the school year.

The results will be shared with the administration, faculty and staff at the practicum site. The administration will have the option of sharing this approach with other administrators to study for use in reducing student tardiness at their school setting.

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APPENDIX A

Informal Tardy Survey

APPENDIX A

Informal Tardy Survey

To: All Classroom Teachers

From: V. Thurston

Please list below students who are consistently tardy to your classroom and return this form to my mailbox today. Thank you for your cooperation.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX B

Pre/Post Attendance Survey

APPENDIX B

Pre/Post Attendance Survey

Grade	Student	Number of Days Tardy 1st Ten Weeks	50% or Greater Reduction Expected	2nd Ten Weeks	Objective Met	Comments
2	A	25	12.5	12	Y	
2	B	20	10	8	Y	
2	C	27	13.5	12	Y	
2	D	30	15	13	Y	
2	E	28	14	11	Y	
2	F	30	15	10	Y	
2	G	30	15	12	Y	
3	H	39	19.5	25	N	Uncooperative parent
5	I	35	17.5	13	Y	
5	J	41	20.5	30	N	Peer pressure/ Poor attitude/ SLD student

Code Success criteria = 8/10 (80%) Percent of objectives met - 80%

Y = Yes

N = No

APPENDIX C

Parent Letter

APPENDIX C

Letter to Parent

Dear _____

Your child, _____, has a history of repeated tardies as reported on his/her report cards and/or interim reports. Being late to class and school causes a problem for both the teacher and the student. Important directions for class assignments as well as morning announcements are missed when the student is late. Please remember that students are allowed in their classroom at the 7:40 a.m. bell, and are tardy to class at the 7:55 a.m. bell.

During the next ten weeks, your child will participate in small group counseling sessions conducted by me along with other school and community role models to work toward responsible attitudes toward being on time to school.

I would appreciate your support and attendance in short meetings with the children to discuss the problem of tardiness and to establish goals. An invitation will be sent to you advising you of the date and time.

Please call if you have questions.

Sincerely,

Principal

APPENDIX D

Daily Check-In Plan

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Daily Check-In Plan

Student Directions: For each day on time, place one of your markers in that day's pocket. At the end of each week, the pockets will be checked to find out the number of days you were "on time."

Monday	Tuesday	Wednesday	Thursday	Friday

STUDENT A	STUDENT B	STUDENT C	STUDENT D	STUDENT E

APPENDIX E

Student Questionnaire

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Student Questionnaire

Directions: Check responses given from each student in answer to the question in the following categories. Write additional pertinent information volunteered by the student.

Question: Why are you late to school?

_____ Forgot to set the alarm

_____ No one at home to wake me

_____ Had to drop someone off on the way

_____ Car problems

_____ Stayed up late the night before

_____ Hanging out with friends after I get to school

_____ Other

Question: How do you feel about school?

_____ I enjoy school.

_____ I find excuses not to come to school.

_____ I am happy when I am at school.

_____ I think it is important to get to school on time.

_____ I think school is a waste of time.

_____ Other